



**TQELL SUSTAINABILITY PLAN**

What Do You Want to Sustain?		How Will You Measure Your Progress?
<p><b>VISION AND DESIRED RESULTS</b></p> <p>Prepare and support PK-12 educators (pre-service and in-service) and administrators to effectively teach and assess English Language Learners (ELL).</p> <p>Provide increased access to professional development that addresses the needs of ELLs for PK-12 educators and teacher educators.</p> <p>These goals will be achieved through team building among PK-12 educators, administrators, teacher educators, and AEA Title III consultants.</p>		<p><b>INDICATORS</b></p> <p>Increase number of ESL endorsed teachers.</p> <p>Continue collaboration between administrators and TQELL (via Project Power Up) *Check with Mary Beth on the commitment of the DE to this.</p> <p>Continued funding for teacher educator and teacher candidates to attend 2009 ICLC.</p> <p><i>Menu of ways to spend TQE Reading &amp; Writing Funds to Support ELLs</i></p> <p><u>Option A</u> \$600 stipend for ICLC for up to 150 totaling \$90,000. This funding will come from the reading/writing component of the TQE grant.</p> <p><u>Option B</u> Support one to three speakers at the cost of \$3,000 to \$9,000 on teaching reading/writing to ELLs.</p> <p><u>Option C</u> Provide materials and implementation training to teachers (e.g. ConceptLinks by Millmark Publishers \$10,000 and up)</p> <p><u>Option D</u> Advocate for integration of SIOP training with Iowa Core Curriculum (\$60,000 for 100 participants)</p> <p><u>Option E</u> Offer PD called "What's Different about Teaching Reading to ELLs" by Center of Applied Linguistics (\$35,000 for 100 participants)</p> <p><u>Option F</u> Multicultural classroom libraries for secondary educators (e.g. Lotus Publications \$500 per library)</p> <p><u>Option G</u> Fund at least two ELL people to participate on the SWRT (not sure of expenses)</p>
<p><b>CONDITIONS AND CAUSES</b></p> <p>Changing demographics (143% increase in Iowa's ELL population over a ten year time period from 2006 NCELA).</p> <p>Significant achievement gap between ELL's and non-ELL's. (Iowa's Condition of Education Report 2007)</p> <p>Districts without ELL programs still need to serve ELLs.</p> <p>Lack of teacher education courses that address the needs of ELLs.</p> <p>Lack of cultural and linguistic competence on the part of PK-12 educators, administrators, and school staff.</p> <p>Lack of teachers with ESL endorsements and opportunities for earning such.</p>		

<p><b>STRATEGIES</b></p> <p>Collaboration among PK-12 educators, administrators, teacher educators, and AEA Title III consultants to continue infusion of linguistically and culturally strategies to meet the needs.</p> <p>Professional development for the TQELL Lead Team, teacher educators, pre-service teachers, in-service teachers, and administrators.</p> <p>Dissemination of knowledge of effective teaching and assessment strategies for linguistically and culturally diverse students.</p>		<p><b>PERFORMANCE MEASURES</b></p> <p>Effort: Continued and increased implementation of polycom collaborative projects between higher education and P-12 classrooms.</p> <p>Effort: Continued collaboration between teacher educators, AEA Title III consultants and administrators through TQELL and Power Up grants (such as Mexican Immersion and Our Kids 2008).</p> <p>Effect: Higher placement of teacher candidates.</p> <p>Effort: Continued participation in ICLC and Our Kids by teacher educators, pre-service teachers, in-service teachers, and administrators.</p> <p>Effort: Attendance by TQELL Lead Team to professional conferences (prior to September 2009) and the purchase of materials.</p> <p>Effect: Course syllabi and lesson plan format requirements for teacher candidates reflect infusion of strategies for teaching ELLs</p> <p>Effect: Greater collaboration with the SWRT</p> <p>Effort: Presentations by Mexican Immersion participants at conferences and in local communities.</p> <p>Effect: Presentations and publications by TQELL Lead Team members.</p> <p>Effort: Presentations at Our Kids (e.g. SIOP Implementation by Tammy Gregorson)</p>
<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-Iowa Culture and Language Conference</li> <li>-Polycom Technology to link higher education methods courses with actual ELL classrooms</li> <li>-Immersion experiences for administrators and teacher educators</li> <li>-Our Kids</li> <li>-DVDs to TQE Collaborative Plus Team</li> <li>-Language Simulation</li> </ul>		<p>Written evaluations</p> <p>Institutional Polycom Final Reports</p> <p>Interview data by Katie Bruna</p> <p>Evaluation data by U of I team</p> <p>Evaluation of “Life in a Second Language” data by Roberta Vann and Frederick O. Lorenz</p>